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EDUCATIONAL NEWS AND EDITORIAL COMMENT

THE CHICAGO DINNER

Former students and graduates of the University of Chicago who expect to attend the meeting of the Department of Superintendence in Kansas City in February are reminded of the annual dinner which is held at this meeting. The dinner will be given at the Hotel Muehlebach on the evening of Tuesday, February 27, at six o'clock. The price will be \$1.50 per plate. Tickets can be secured in advance by writing to Dean W. S. Gray at the School of Education, or tickets will be supplied at the time of the dinner to all who have signified by Tuesday morning their intention of being present.

EDITORIAL ANNOUNCEMENT

The field of secondary education is expanding. No one who is interested in the problems of high-school education can escape contact with the work of the upper grades. Furthermore, the methods of scientific study of school problems recognize no sharp division between lower schools and higher schools. The high-school teacher is driven accordingly to take into account all the scientific studies made by workers in the elementary field. Indeed, so much more rapid has been the progress of standardization and measurement in elementary subjects than in high-school subjects that those who would perfect scientific tests are offered better examples in the elementary field than they can find in the secondary field.

This abstract introduction is the preface to the editorial announcement that the *School Review* has entered into a closer affiliation than ever before with the *Elementary School Journal*. The closer union will not carry the *School Review* out of its own proper field, which is the discussion of high-school problems, but the *Review* will aim to co-ordinate its work more fully with that of the other journal.

The combination is undertaken with a view, first, to insuring a more complete review of the literature of education. There will be in both journals more space devoted to summaries and reviews. It is hoped

that no significant material will escape adequate notice. In addition to the usual reviews, articles will be published from time to time summarizing the writings in particular departments.

Secondly, by uniting the forces of the two journals the news notes and editorial comments will be made to supplement each other. The *Review* will continue to give first place to news regarding the high school. It will come out, as before, on the first of the month. The *Elementary School Journal* will come out on the fifteenth of the month and will carry on the same general line of comment on educational movements, stressing, however, the doings of elementary schools.

Thirdly, the journals unite for the purpose of supporting certain monographs or longer publications which are too bulky for the journals themselves.

It was originally planned that these changes should be accompanied by a substantial increase in the number of pages published in each issue of the journals. The *Elementary School Journal* has indeed been brought up to the size of the *Review*, but the untimely increase in the cost of publication has prevented the *Review* from enlarging at once.

It is the hope and confident expectation of the editors that they can very shortly expand, in spite of the cost of paper. Every subscriber added to the list makes it possible to enlarge these publications. The *Review* will be enlarged as fast and as far as its resources permit. The *Review* exists for one sole purpose, namely, to promote the better organization and conduct of schools. Its editors have no compunctions whatsoever in asking those who know the *Review* to support it with contributions of articles, news items, and communications, and with that form of promotion which is most effective—a word to those who have not yet subscribed.

In the meantime, subscribers to the *Review* are invited to look into the announcement of combinations with the other publications of the School of Education of the University of Chicago, made on the second cover page, and to read the announcement of the new Monographs, which appears opposite the last page of reading-matter of this issue.

VOCATIONAL EDUCATION ASSOCIATION OF THE MIDDLE WEST

The Third Annual Convention of the Vocational Education Association of the Middle West will be held at the Auditorium Hotel, Chicago, on January 18, 19, and 20, 1917. The preliminary program gives promise of a meeting of unusual interest and profit. Previous conventions

have proved that this organization aims to provide speakers with expert knowledge of the subject on which they talk. Purveyors of platitudes rarely appear on its program. Some of the topics are: vocational legislation as exemplified in the National Child Labor law, the Smith-Hughes bill, and the proposed bill for Vocational Education in Illinois; trade agreements; industrial surveys; vocational education as a fundamental in national preparedness; the views of organized labor; work for women; agricultural education; corporation schools; the training of teachers. Among the speakers already engaged are: Professor Frank M. Leavitt, of the University of Chicago; Arthur Dean, director of agricultural and industrial education, New York state; C. A. Prosser, director of the Dunwoody Industrial Institute, Minneapolis; Frederick W. Roman, professor of economics, Syracuse University; Dr. David Snedden, ex-commissioner of education, Massachusetts; Matthew Woll, chairman of the educational committee of the Illinois Federation of Labor; John D. Shoop, superintendent of schools, Chicago; Florence M. Marshall, principal of the Manhattan Trade School for Girls; Matthew P. Adams, superintendent of the Mooseheart Industrial Institute; Dr. L. D. Harvey, director of Stout Institute; Charles H. Winslow, director of the Indiana Vocational Survey; F. D. Crawshaw, professor of manual training, University of Wisconsin, Louis F. Post, assistant secretary in the Department of Labor; David E. Shanahan, ex-speaker of the Illinois House of Representatives; Royal Meeker, statistician of the Department of Labor; W. C. Bagley, dean of the School of Education, University of Illinois. In all probability Senator Albert B. Cummins who aided greatly in the passage of the National Child Labor law, will address the convention.

A final program of this convention may be had by applying to A. G. Bauersfeld, Secretary, 1225 Division Street, Chicago.

THE RELIGIOUS EDUCATION ASSOCIATION CONVENTION

“Religious Education and the Coming World Order” is to be the theme of the Fourteenth Annual Convention of the Religious Education Association which will be held at Boston, February 27–March 1, 1917. The theme will be developed in addresses at popular evening sessions in Symphony Hall and other meeting-places and will be studied in its relations to the colleges, to churches and Sunday schools, to the family, to public schools, and to other social agencies, in special meetings held in the afternoons. Several commissions have been studying specific

problems in moral and religious education during the past year, and these commissions will report at the convention. Sessions will be open to the public. Programs may be obtained by addressing the Religious Education Association, Chicago, Illinois.

THE PASSING OF LATIN AS A REQUIRED STUDY

The omission of Latin from the requirements for admission to Goucher College, Baltimore, is a most welcome indication that the colleges for women, which have come to be regarded as the stronghold of conservatism, are coming to recognize the democratic influences which underly the present tendencies in education. The significance of this radical step will be better understood when we recall that Goucher is one of the six colleges for women included by the Bureau of Education among the fifty-nine colleges and universities of first rank in the United States. This college will, in time to come, be regarded as a leader among women's colleges in the intelligent adaptation of its work to the needs of the time.

Of similar import is the action of Columbia University in abolishing all other baccalaureate degrees and giving only the degree of Bachelor of Arts. Hereafter, according to the annual report of President Butler, neither Latin nor Greek will be required for this degree, which will be awarded to any student who shall have satisfactorily completed a course of liberal study chosen in accordance with the general regulations established by the faculty.

UNIVERSITY CONFERENCES FOR TEACHERS

The annual conferences for teachers held at various universities are becoming each year more significant, as regards both the numbers in attendance and the character of the programs carried out. The University of Illinois Conference on November 23, 24, and 25 had an attendance of over 1,500. The program contained three general sessions and twenty-eight departmental sessions besides a dinner for principals and superintendents. The general sessions were devoted to a discussion of the standardization of high schools and the place of vocational education in a democracy. The program of the administrative section included discussion of the following topics: the junior high school, progress made and results obtained; the township high school; the professional reading of the high-school principal; the place of industrial education in the

high school. Several of the sections have permanent organizations and secure through committees continuity of work in their respective fields which has resulted in the publication of valuable reports. The English section has been for several years organized as the Illinois Association of Teachers of English, which publishes a series of bulletins at regular intervals.

The Conference on Supervision at the University of Iowa is unique. Its attendance is confined to city and county superintendents, high-school and grade-school principals, boards of education, and other supervisors. The third annual session of this conference on December 7, 8, and 9 had an attendance of 250. There were seven general sessions and two round-table discussions for each of the following groups: grade principals, high-school principals, city superintendents, and county superintendents. These round tables gave opportunity for discussion of the material presented at the general sessions in an unusually intimate and effective manner. In addition to the members of the Department of Education of the University, the following had places on the program of the conference: Mabel Carney, state supervisor of normal training high schools, Minnesota; Leonard P. Ayers, of the Russell Sage Foundation; F. J. Kelly, dean of the College of Education, Kansas; Superintendent Charles E. Chadsey, Detroit; Professor George C. Strayer, Teachers College, Columbia; Principal J. Stanley Brown, Joliet, Illinois; Principal Franklin W. Johnson, University High School, Chicago.

THE DANFORD LAW IN OHIO

Under the heading "A Disgrace to the Profession," the *Ohio Teacher* contains the following vigorous editorial: "The operations of the Danford law are so plainly iniquitous that it can hardly find a defender anywhere. It could not be otherwise. The strange thing about it is that such a measure could be enacted."

The Danford law was passed by the last session of the General Assembly and is not a part of the code passed in 1913 on certification of teachers. It provides that a person who has never had any high-school education may be granted a certificate to teach one year. Such teacher is not required to have any normal training. After such teacher has taught one year the state would require him to have at least one year of high-school education and also the same amount of normal training that is required of experienced teachers. In other words, the great state of Ohio says that an eighteen-year-old boy who has had neither normal

training nor high-school training may be given charge of thirty or forty children and practice upon them for one year, but after the damage of malpractice has been done, the state says to him he is not sufficiently equipped to teach a second year until he has acquired further academic professional training.

This teacher with limited equipment competes on the market with teachers who have spent four years in high school and two years in normal school. *Each may be employed at the same salary.* If the normal-college graduate demands more than the minimum salary, some boards would prefer to employ the cheaper teacher.

The whole measure is a deliberate slap at professional training and at professional training schools. The standard set up by this law would satisfy the demands of the public a quarter of a century ago but not now. Ohio has been made the butt of ridicule by other states through the operations of this measure. It should be repealed at the very first opportunity.

THE EDUCATIONAL OPPORTUNITY OF CHICAGO

A few weeks ago Chicago and the country at large were promised another bitter fight between "administration" and "anti-administration" aldermen. The report was abroad that the Thompson faction was prepared to fight to the death the recent recommendations of the Council committee which has been investigating school control. Happily, as we go to press, opposition to the proposed school innovations does not seem to be developing much strength. Indeed, it seems quite likely that Chicago will submit to the legislature a request for a thorough reorganization of school control.

Alderman Buck's committee proposes that the mayor's power of appointing board members be transferred to the electorate; in other words, that so far as possible school administration be taken out of politics. Of course, no one believes that such a consummation can ever be actually attained, especially in a city of over two millions. The proposal contemplates the election of school-board members for Chicago on the same plan used for electing the trustees for the state university. It is to be regretted that the names of candidates for any such positions have to appear on party tickets.

Who are the members of Alderman Buck's committee, and what have they investigated?

They are a committee of the Common Council, a subcommittee on schools, under chairman Robert M. Buck, of the Thirty-third Ward, who

for nearly a year have been investigating the causes and the effects of the so-called Loeb rules of the Chicago School Board. The first important "Loeb rule" compelled Chicago teachers to give up membership in a labor union called a "teachers' federation." The second expelled nearly one hundred teachers who had been identified with federation activities. To be sure, some of these teachers had been ranked inefficient, but most of those expelled had been active in the federation and had been ranked good to excellent.

The *School Review* asserts that the objectionable feature of this Loeb rule is generally overlooked. It is not the injustice to certain good teachers, although that is bad enough. The chief objectionable feature is not the throwing of several thousand positions each year into jeopardy, at the whims of factions in a political school board; these objections are bad enough. But back of them and other objections lies the essence of the matter: the appointment and removal of teachers is essentially an administrative duty, which ought to be lodged, not in a school board, but in a competent, fair-minded, and courageous city superintendent. The Loeb rules, then, made possible, yes, almost inevitable, under the present system, are the subjects of investigation of Mr. Buck's committee. With unerring logic the committee has seen beneath the rules to fundamental causes, namely, *a large school board, appointed, shot through with politics, exercising both legislative and executive functions, controlling both general policies and administrative details.*

What are the recommendations of the committee? After outlining a long list of findings the committee submitted the following recommendations to be submitted to the Council:

That the City Council adopt as its policy the constructive program herein-after set forth and seek to unite the forces of the city who are patriotically, loyally, and unselfishly interested in the welfare of the greatest of our institutions—the public school—in a campaign to obtain the recommended legislation at Springfield; to induce the Board of Education to enact an administrative code such as is hereinafter recommended and which it can now do under its present powers without waiting for new legislation; and in a city-wide effort to educate the voters of the city to an awakened understanding of the progress that has been made in the science of education, while Chicago stood by and marked time, and to train them in efficiency in government of the school system that molds our future citizens and makes them American or not as it is efficient or inefficient.

That the legislature be requested to amend at this session the school law governing cities of more than 100,000 population, so that it shall provide as follows:

The Board of Education shall consist of seven members elected at large.

The term of office of members of the Board of Education shall be six years.

Each member shall receive a salary of \$1,500 a year.

The members of the Board of Education shall be elected at the regular city election each even-numbered year on a non-partisan ballot. At the regular city primary election the same practice shall prevail, the names appearing on the primary ballot by petition, the same ballot being used by the voters of all parties. If, at the primary election, any candidate obtain a majority of all the votes cast, he shall be declared elected. The names of twice as many as fail to obtain a majority shall be placed upon the ticket at the election in the order of the number of votes received at the primary, beginning with the one receiving the greatest number. The names shall be rotated upon the ballots by wards or precincts, both at the primary and at the election, the top name in one division being dropped to the bottom in the next. Women may vote for members of the Board of Education and are eligible to be elected to membership. Vacancies may be filled by the Board until the next regular city election, when they shall be filled by the voters.

Among the powers of the Board of Education shall be these:

To appoint an attorney and a comptroller who shall be directly responsible to the Board in the discharge of its legislative, inspectorial, and custodian functions and who shall not be under the control of the superintendent.

To appoint disinterested experts from time to time to report directly to the Board concerning the efficiency of the schools and the employees of the Board.

To execute a contract with the general superintendent of schools for not to exceed four years; such contract to contain provision for cancellation for cause.

To submit questions of educational policy to the people by referendum, either by passing ordinances contingent upon approval by referendum or by submitting questions of public policy.

The report directs that the legislative action permit the passage of an ordinance to govern the educational system, which shall define the functions, powers, and duties of the general superintendent of schools, his assistants, teachers, and other employees.

Let friends and opponents of the proposals read carefully this first paragraph. Let them be sure that their motives reach the length of that civic appeal. Let the battle be joined on the merits of the proposals, not on the desire to retain political power. The superiority of a small, unpartisan board is perhaps not unquestioned; the wisdom of a \$1,500 salary is perhaps doubtful; the mode of election might be improved. Let the fight turn upon these issues. The administration

of Mayor Thompson has another large opportunity to make its followers fall into line, this time for educational progress; to crush the implication that anti-administration aldermen stand for good schools, while administration aldermen stand primarily for good politics; the administration has an opportunity to help thrash out an improved system of school control, based on some modification of Alderman Buck's recommendations; has an opportunity to take to Springfield a request from a united Chicago for school improvement. In short, just now, if we have an administration big enough to stop playing politics on a non-political matter and to substitute disinterested citizenship, Chicago may hope to see largely disappear the constant bickerings and jealousies, and waste, and unrest, that have played havoc with our school system for ten years.

The Council committee has indeed seen that the dismissal of teachers under the Loeb rule was merely an indication, a symptom, of a disease whose cause lies in the confusing of legislative and executive functions in a political school board. The committee does not forget, however, the symptom. With the same keenness of educational perception that characterizes most of its recommendations, the committee proposes to give to teachers a reasonable security of position. The committee would make a position in the city schools no sinecure job to be held indefinitely; permanency is to depend on continued and increasing efficiency. The recommendations provide that:

Teachers shall be appointed from year to year for the probationary period of three years, after which they shall be removed only for cause following a full hearing, or for inefficiency or neglect of duty after notice of unsatisfactory service and opportunity to improve their work.

On the charge of inefficiency or neglect of duty, after notice and opportunity to improve, the decision of the Board shall not be subject to review by the courts; provided, however, that such decision shall be based upon the written, detailed recommendation of the general superintendent of schools and upon the teacher's answer, which recommendation shall be filed simultaneously with the Board and with the teacher against whom the charge is made, at least thirty days before the decision by the Board; and provided, further, that the teacher shall have opportunity to answer in writing and shall have the right to cause publication of the recommendation and answer within the said thirty days.

THE CRUX OF THE PROPOSAL

The very heart of the proposals lies in a careful definition of the duties of the city superintendent. He is to become what he is not now

in Chicago, an executive officer with practically unrestricted power in his sphere. He shall initiate courses of study, choose textbooks, determine supplies and equipment, appoint, discipline, and dismiss all teachers and all employees of the school system not under civil service, etc. As the *School Review* has repeatedly pointed out, the city superintendent ought to assume administrative functions, just as the superintendent of a business concern assumes his responsibilities. His relation to the school board should be like the relation of a superintendent of a business concern to the board of directors. The latter may initiate new business policies; usually, however, their duties lie in approving and modifying policies outheld to them by their superintendent. So in the Chicago school situation Mr. Buck's committee proposes to have general educational policies determined by the school board, and even in some cases by the city council (and here lies danger). But the purely administrative features of the schools are to be delegated to the superintendent. If he proves incompetent, the remedy is to find some other man who is competent.

CORRELATION BETWEEN READING TESTS AND GENERAL ABILITY

There is no phase of education that has undergone such complete change in method of procedure within the last ten years as has the science of education itself. Formerly teachers contented themselves by stating general truths arrived at from theoretical averages. Today no point is regarded as certain unless it has withstood every known test. The value of a test depends upon the accuracy with which it measures some specific ability and the extent to which it gives clearly uniform results under similar conditions. When one is measuring the lifting power of a machine or the strength of an acid the situation is simple enough, but when brain power is to be measured there is an added uncertainty that lends zest to the experiment.

The experimenter is never certain that his instrument will register just what he is trying to get, and he is never quite sure of identical conditions. An experiment conducted by Dr. King, of the State University of Iowa, in the spring of 1916 is an interesting case in point. Dr. Kelly, in response to an inquiry, stated that no correlation between the Kansas silent-reading tests and other subjects had yet been made, but that there was a general feeling among teachers that there was some correlation. Dr. King, with the hearty co-operation of high-school teachers, set about finding the relations. He reports his results as follows:

**SOME FINDINGS REGARDING THE KANSAS SILENT-READING TEST AS A
MEASURE OF ABILITY**

In the Iowa City High School the following medians by sexes were found:

Grades	Girls	Boys
Ninth grade.....	21	24
Tenth grade.....	21	29.3
Eleventh grade.....	21.2	27.9
Twelfth grade.....	30.8	34.5

It appears from this test that boys do better than girls and that there is a slight correlation with grade, more noticeable in the case of boys. These grade medians are similar to those published on the score sheet accompanying these tests, viz.: ninth grade, 22.9; tenth grade, 25.8; eleventh grade, 26.0; twelfth grade, 28.8.

The average class marks of these students of the Iowa City High School were compared with their grades in this test as follows:

Students averaging E made a median grade of 42.0
 Students averaging G made a median grade of 41.3
 Students averaging M made a median grade of 25.0
 Students averaging P made a median grade of 21.3
 Students averaging F made a median grade of 14.0

It will be seen that there is a fairly good correlation with class standing as far as high-school students are concerned.

This same silent-reading test was given certain groups of university students with the following results: Fifty-nine Freshman engineers, after one semester's work in the College of Applied Science, made a median grade of 38.3. This test was unfortunately given after ten or more of the weakest students had been eliminated from the class as failures.

In the spring of 1916, 94 liberal-arts Juniors and Seniors, mostly women, were given the test. Their median grade was 34.8. Range, 16.4-53.6. Range of middle 50 per cent, 29.9-40.4. There was no University Junior or Senior who made a grade equal to the test high-school grade of 68 (made by the valedictorian of the class of 1916).

Various coefficients of co-ordination (Spearman-Foot rule formula) between the ranks of the university students in the Kansas silent-reading test and their ranks in certain other tests of ability were carefully computed:

FRESHMAN ENGINEERS (Spring of 1916)

Kansas silent-reading test and hard-opposites test.....	R 0.18
Kansas silent-reading test and scholastic rank.....	R 0.12
Hard opposites and scholastic rank.....	R 0.42

It will be seen from the above that the results of the hard-opposites test are a much better measure of the sort of ability that is expressed in class ranks than is the Kansas silent-reading test.

In the case of the Junior and Senior liberal-arts students even more interesting results were obtained. These students were tested twice (reading test No. 1 and reading test No. 2) for efficiency in silent reading. The object of these tests was to determine the relative efficiency of slow and rapid readers. The method and findings of this investigation will soon appear in *School and Society*. It is sufficient to state here that the relation between speed of reading and comprehension of matter read was found by both tests to be inverse of negative.

These two reading tests furnished two series of ranks for these 94 students in efficiency in silent reading. Our first silent reading test ranks, when compared with the ranks in the Kansas test, yielded a Spearman coefficient of 0.12. Test No. 2 compared with the Kansas test yielded a Spearman coefficient of 0.17.

The relative class standings of these 94 students was carefully measured and, co-ordinated with the Kansas test, gave a Spearman coefficient of 0.04. On the other hand, reading quality by our test and hard opposites gave a Spearman coefficient of 0.29. Class ranks and hard-opposites ranks, R 0.31. The ranks of the reading tests 1 and 2 gave a coefficient R 0.25. Our reading tests with class ranks yielded 0.22 and 0.29, respectively. These coefficients of co-ordination may be transmitted into approximate coefficients of correlation by multiplying each by the factor 1.5.

It will be seen that the Kansas silent-reading test shows quite low correlations with other measures of ability in these students. In fact, our reading efficiency ranks and ranks in hard opposites are much better measures of ability.

In conclusion, the Kansas silent-reading test, while showing some relation to the ability of high-school students, does not seem to be a good measure of ability of university students. In our opinion, *it is not a test of reading at all*, but of ability to follow directions and to solve simple problems.

DIRECTED READING

For a long time, persons interested in education have felt that, considering the money and the energy expended, the returns, represented by a love of reading good books, have been very scant. The Wisconsin State Teachers' Association of 1915, in an attempt to meet the situation, formed an organization to be known as "The Wisconsin Teachers' and Young People's Reading Circle," whose business should be to put the right sort of reading into the hands of the inexperienced and to stimulate interest by acknowledging in some way the effort made.

The Reading Circle has just issued its 1916-17 list, made in conformity with the township library requirements. Under the plan suggested in the list, all pupils of school age beyond the second grade, whether in school or not, are to be given credit for reading. One year of prescribed reading entitles the reader to a diploma, and every year thereafter entitles him to a special seal, to be attached to the diploma. Teachers as well as pupils are encouraged to read. The books chosen for professional reading should prove particularly helpful to young teachers.

The timeliness of the Wisconsin plan is attested by the number of classified lists of reading which have been arranged by schools and libraries. *A Reading Course for Elementary Schools for the State of New York*, Bulletin for September 15, 1915, of the University of the State of New York, is a similar plan as far as the list and a plan for giving city or county credit for reading is concerned. The New York plan limits the fiction to one-half the books read. There are many other valuable lists. Among these are: *The American Library Association Annotated Lists for Boys and Girls*, 1915; *A List of Books Suited to a High School Library*, compiled by the University of Chicago High School; *United States Bureau of Education Bulletin* No. 35, 1913; *High School Reference Books*, issued by the Iowa State Department of Public Instruction; *The Report of the Committee on Rural School Libraries*, reprinted from the National Educational Association, July, 1914; and *Reading for Pleasure and Profit*, published by the Free Public Library of Newark, N.J. The last-named list is more literary than most of this type. It is "a list of certain books which young people find entertaining, being chiefly books which older readers enjoyed when they were young."

The plan deserves the hearty co-operation of the Wisconsin teachers. It should bring communities closer together and make for greater uniformity in instruction within the state.